

2026

# Programme Handbook

**Sustainability and Outdoor Education Programmes (Level 4 - 7)**



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## **Nau mai ki Ara - Welcome to Ara**

Welcome to the Faculty of Health, Science and Sustainability and your enrolment as a learner studying for a Sustainability and Outdoor Education qualification. We look forward to working with you to help you reach your goals and assist you to gain higher qualifications.

This student programme document is your essential guide for your study, so please read it carefully and keep it handy for future reference.

Your lecturers and support staff are approachable, friendly and committed to creating a positive, enthusiastic and interesting learning environment. Please do not hesitate to ask questions or request help – that is why we are here.

Make the most of your time at Ara so that you achieve the best possible outcomes. We, as staff, will do all that we can to help you be successful, but it is only you who can do the learning.

Good luck!

**Dr Jonathan Lynch**

Portfolio Manager  
Faculty of Health, Science and Sustainability

2026



# Kia rite ki te ako Getting ready for study





## Tō Rangi Tuatahi - Your First Day

Are you ready for your first day of class? Check out your start date and where you need to be.

You can also find useful information on [MyAra](#). To access MyAra (from 21 days prior to your course beginning), you must have a current Ara network login and password. You can use [Ara Self-Service Password Reset](#) to activate your network account.)

### Where to come on your first day Semester 1 2026

**Date:** Monday 16 February 2026

**Time:** 1pm

**Venue:** Wharekai, Te Puna Wanaka

On your first day (orientation), you will be introduced to your tutors and new classmates, be given an overview of this programme, including:

- Welcome
- Programme overview
- Course details
- Campus familiarisation
- Policies and procedures
- ICT access
- Programme handbook and timetable

#### Returning students

Please check your [timetable](#) for your first class details.

### What you will need

**Bring note taking items** – pens and highlighters.

### Logins

If you need assistance with logins etc, contact ICT [ictservicedesk@ara.ac.nz](mailto:ictservicedesk@ara.ac.nz) or call 03 940 8800.

### Timetable information

All timetables are available on [MyAra](#).

## How to find your way around

Campus maps can be found [here](#).

## Parking and bus information

Campuses (excluding Manawa) have parking available. Payment and parking stickers may be required. Learn more about parking and biking. Or find out about bus services [here](#).

## Ara Whakatau, your official welcome

You are warmly invited to attend the official welcome to Ara for all learners, staff and whānau (family). The whakatau is a welcoming ceremony, similar to a pōwhiri, involving mihi (speeches), waiata (song) and will conclude with kai timotimo (light refreshments).

Click [here](#) to find out when the whakatau will be.

## International learners

You will be invited to an international orientation as well as the programme orientation. You should attend both.



# Korero Nui - Important Information

## Programme Information Handbook

This handbook is heavy on detail and sometimes quite formal. There will be things you want to know and other things you will only refer to when something comes up.

Here are some quick highlights of what is in the following pages:

- The detail and the rules about the qualification you have enrolled in
- Ara expectations about how you will behave and what your rights are
- How Ara checks that you are a genuine student (like your attendance)
- A quick access guide to getting support
- How assessments work and the grades that are used
- The assessment regulations that could support you to pass and what forms to use (extensions, resits and more)
- Getting your results and going to graduation
- Key academic policies
- Health and safety information related to your study
- any after-hours access arrangements

**Ask your tutor or Operations Coordinator if you need help to find the information you are looking for.**

## Learner Information Handbook

We recommend that you read your Programme handbook in conjunction with the Learner Information Handbook (also available on MyAra) which has more detailed information about support and services available to learners at Ara.

## Attendance

Experience has shown that if you attend regularly and participate in the class activities and assessments you are more likely to succeed. Full attendance and commitment are encouraged. You are expected to be punctual and must comply with the various behaviour and safety requirements of classrooms, workshops and labs.

For an International learner satisfactory progress is defined as 100% attendance and successful completion of 75% or more of your courses.

**Let Ara know when you are absent from classes or if you are sick.  
Contact your tutor or advise the Faculty by emailing  
[kate.rayner@ara.ac.nz](mailto:kate.rayner@ara.ac.nz)**

## **Non-Engagement**

Ara has processes to deal with learners who formally enrol here but do not “engage” with their studies. That is, if you do not attend and/or participate and/or submit assignments and/or sit assessments or only attend briefly or spasmodically and/or do not engage significantly.

**Our faculty process follows these steps if you are a no-show at the start of teaching:**

- |          |  |
|----------|--|
| <b>1</b> | We will attempt to contact you 3 times and if we are not successful we will withdraw you (1) within 3 days if there is a waitlist of other learners who want to enrol, or (2) within 10% of the length of your enrolment (often 1 – 2 weeks) |
| <b>2</b> | You will receive an email, text or phone call asking why you have not been attending   |
| <b>3</b> | There will be no academic or financial penalty from Ara but you could be overpaid by StudyLink   |

**Our faculty process follows these steps for disengaged learners:**

- |          |  |
|----------|--|
| <b>1</b> | The registers are checked and if your engagement and attendance is a concern, we will talk with you                            |
| <b>2</b> | You will receive an email or phone call asking why you have not been attending. You may receive a non-engagement letter        |
| <b>3</b> | We will attempt to contact you 3 times   |
| <b>4</b> | You may be placed on a Formal Academic Contract or withdrawn   |
| <b>5</b> | You will receive a WD grade (after 10% of the duration of the course) or a DNC grade (after 80% of the duration of the course) |

**If you are struggling with attendance, we fully encourage you to talk this over as soon as possible with your tutor.**

## Drugs and Alcohol

In line with the expectations of many workplaces, Ara has procedures to ensure the health and safety of all learners, staff and visitors, while undertaking Ara activities.

Ara has **zero tolerance** for the misuse or abuse of alcohol and/or illegal/controlled drugs, possession and/or use of illegal/controlled drugs/substances, or intoxication on all campuses/learning sites.

Many learning activities involve high-risk situations where clear thinking, decision-making, and machinery operation need to be conducted safely. These activities cannot be compromised.

You can download the policy from [CPP506 Drugs & Alcohol Policy](#).

## Artificial Intelligence (AI) Tools

When submitting work for assessment, you must adhere to Ara's Assessment and Academic Misconduct policies and not present AI such as ChatGPT as your own work. Learning Services have resources to help you learn to paraphrase or reference another person's work to avoid academic misconduct.

For more detail, please read the **Kā ture me kā tikaka - Policies & Procedures** section of this handbook.

## Kā Raki whakahirahira - Important Dates

### SEMESTER ONE

### DATES

#### TERM 1

**16 February – 02 April**

Whakatau

TBC

Good Friday

Friday 3 April

Easter Monday

Monday 6 April

Easter Tuesday

Tuesday 7 April

Anzac Day

Observed Monday 27 April

#### TERM 2

**20 April – 19 June**

King's Birthday

Monday 1 June

Matariki

Friday 10 July

#### MID YEAR BREAK

**22 June – 12 July**

### SEMESTER TWO

### DATES

#### TERM 3

**13 July – 4 September**

#### TERM 4

**21 September – 12 November**

South Canterbury Anniversary

Monday 28 September

Labour Day

Monday 26 October

Canterbury Anniversary

Friday 13 November

## Kā whakapātaka - Contact Details

### Key Staff

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**Dr Jonathan Lynch**

Portfolio Manager

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**Kate Rayner**

Operations Co-ordinator

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Operations Co-ordinator

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Remote

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### Teaching Staff

Name	Room	Phone	Email
<b>Dr Hannah Berning</b>	HS101		<a href="mailto:Hannah.Berning@ara.ac.nz">Hannah.Berning@ara.ac.nz</a>
<b>Adam Brasell</b>	HS103	027 341 8171	<a href="mailto:Adam.Brasell@ara.ac.nz">Adam.Brasell@ara.ac.nz</a>
<b>Steve Chapman</b>	HS103	027 280 0956	<a href="mailto:Steve.Chapman@ara.ac.nz">Steve.Chapman@ara.ac.nz</a>
<b>Jean Cory-Wright</b>	HS103	021 231 1713	<a href="mailto:Jean.Cory-Wright@ara.ac.nz">Jean.Cory-Wright@ara.ac.nz</a>
<b>Ivor Heijnen</b>	HS101	027 348 2035	<a href="mailto:Ivor.Heijnen@ara.ac.nz">Ivor.Heijnen@ara.ac.nz</a>
<b>Freya O'Donoghue</b>	HS103		<a href="mailto:Freya.Odonoghue@ara.ac.nz">Freya.Odonoghue@ara.ac.nz</a>
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# Tō Akoako Your study



# Taipitopito akoraka - Programme Details

## Programme Aim

### **NZ Certificate in Outdoor and Adventure Education (Multi-Skilled) (Level 4)**

The aim of this programme is to provide the outdoor and adventure education industry with practitioners who are personally competent across a range of four outdoor activities and are able to lead others in two of those activities.

Graduates will be capable of operating in low-risk, low-technical dynamic outdoor environments under both direct and indirect supervision. Graduates will contribute to the cultural, social, environmental, and economic wellbeing of Aotearoa New Zealand.

### **Bachelor of Sustainability and Outdoor Education (Level 7)**

The aim of the Bachelor of Sustainability and Outdoor Education is to enable graduates to develop systematic and coherent knowledge related to sustainability and outdoor education, and to apply skills and attributes to lead, instruct, and facilitate learning effectively in outdoor activities and environments. In doing so, graduates will be able to think ethically and critically, work independently and collaboratively, take seriously the responsibilities of Te Tiriti o Waitangi, know and be responsive to place, be problem solvers and take action for improved environments, enhanced hauora, and more equitable sustainable communities.

### **Graduate Diploma in Sustainability and Outdoor Education: Level 7**

The aim of the Graduate Diploma in Sustainability and Outdoor Education is to enable graduates to expand knowledge through engaging with theory and practice related to sustainability and outdoor education. Graduates will be able to facilitate outdoor learning experiences alongside understanding change processes and taking action on sustainability issues. The Graduate Diploma in Sustainability and Outdoor Education is intended as a further education opportunity for graduates of other degrees and is also relevant to established outdoor or environmental educators or instructors who want to further develop their repertoire of knowledge and skills.



## Graduate Profile

### **NZ Certificate in Outdoor and Adventure Education (Multi-Skilled) (Level 4)**

Graduates of this qualification will be able to:

- Manage themselves across a range of outdoor activities, taking into account equipment, weather, local conditions, logistics and safety management.
- Apply principles of health, physical, and psychological performance to enhance personal competence and safe participation for a range of outdoor activities.
- Apply a framework of kaitiakitanga that incorporates respect for the tikanga and kawa of local iwi and/or hapū, sustainability, and the environment in which they are operating.
- Use leadership theories to inform personal leadership and leadership of peers in a range of outdoor activities.
- Apply the safety management system of an organisation, including being able to respond appropriately within an emergency care situation.
- Plan, prepare, and lead outdoor activities in low-risk, low-technical outdoor environments, under direct supervision.

### **Bachelor of Sustainability and Outdoor Education (Level 7)**

Graduates of the Bachelor of Sustainability and Outdoor Education programme will:

- Demonstrate cultural responsiveness to work appropriately in culturally rich contexts underpinned by Te Tiriti o Waitangi.
- Lead, instruct and facilitate learning in high quality outdoor experiences through implementing sound judgment and decision making, risk assessment, professional practice and effective pedagogy.
- Contribute positively to diverse and changing socio-ecological contexts through being ethical, critical, reflective and strategic thinkers, creative problem-solvers, and adaptable lifelong learners.
- Utilise inquiry processes, knowledge and skills to manage projects, critically analyse problems and inform practice in sustainability and outdoor education.
- Apply Kaupapa and Mātauranga Māori, and place-responsive principles to enrich outdoor experiences in diverse contexts.
- Apply environmental and sustainability knowledge and skills to engage with, and take action for, improved environments, enhanced hauora, and more equitable sustainable communities.

- Demonstrate effective personal, interpersonal, and professional capabilities (attributes) to be work ready in diverse outdoor education and sustainability contexts.
- Demonstrate technical competency across a range of outdoor activities and environments.

### **Graduate Diploma in Sustainability and Outdoor Education (Level 7)**

Graduates of the Graduate Diploma in Sustainability and Outdoor Education programme will:

- Demonstrate teaching and learning knowledge and attributes along with appropriate technical, leadership and decision making skills to facilitate outdoor learning experiences.
- Apply environmental and sustainability knowledge and skills to implement sustainable practices in various contexts.
- Be critical, and reflective thinkers who are able to work appropriately in rich cultural contexts.
- Utilise inquiry processes, knowledge, and skills to manage projects, critically analyse problems, and inform practice in sustainability and outdoor education contexts.

## **Programme Regulations**

### **NZ Certificate in Outdoor and Adventure Education (Multi-Skilled) (Level 4)**

NZ Certificate in Outdoor and Adventure Education (Multi-Skilled) (Level 4) is a one-year full time equivalent programme of study requiring the successful completion of 120 course credits.

The programme comprises 120 compulsory course credits.

One unspecified course may replace any course. This must be approved by the Programme Leader to ensure alignment of the graduate profile outcomes and that content is not replicated in courses.

Minimum completion time: None specified (allowing for Recognition of Prior Learning, Cross Credit and Credit Transfer).

Maximum completion time: 3 years. Any extension to this period would require a written application from the learner to the Portfolio Manager or delegate.



## **Bachelor of Sustainability and Outdoor Education (Level 7)**

- The Bachelor of Sustainability and Outdoor Education is a three-year full time equivalent programme of study requiring the successful completion of 360 course credits.
- Applications for entry to the programme are evaluated against the stated entry and selection criteria, published annually on the Ara website and in programme brochures.
- The maximum period of time to complete the programme is six years. Any extension to this period would require a written application from the Portfolio Manager or delegate to the Faculty Programme Group for consideration.

The programme comprises 300 compulsory course credits and 60 elective course credits, with a minimum of 90 credits at Level 7.

- Unspecified elective courses must be at Level 5 or above and be approved by the Programme Leader to ensure alignment of the graduate profile outcomes and that content is not replicated in courses.
- All relevant credits from other approved programmes will be considered for credit recognition (cross credits, credit transfers and recognition of prior learning) according to Ara standard policy and procedure. Refer Section 6.3 below for a summary.
- A student showing insufficient academic progress will be advised in writing of the student support services available, and their academic performance (including class attendance) will be monitored by the faculty. Should performance not improve, the Degree Leader will discuss with the Portfolio Manager the benefit of placing the student on a Formal Academic Contract according to Ara standard policy and procedures.
- The Bachelor of Sustainability and Outdoor Education will be awarded to all students who successfully complete all the requirements laid down by the Faculty of Health, Science and Sustainability and approved by the Academic Board.

## **Graduate Diploma in Sustainability and Outdoor Education (Level 7)**

- The Graduate Diploma in Sustainability and Outdoor Education is a one-year full time equivalent programme of study requiring the successful completion of 120 course credits.
- Applications for entry to the programme are evaluated against the stated entry and selection criteria, published annually on the Ara website and in programme brochures.

- The maximum period of time to complete the programme is three years. Any extension to this period would require a written application from the Portfolio Manager or delegate to the Faculty Programme Group for consideration.
- The programme comprises 90 compulsory course credits and 30 elective course credits, with a minimum of 75 credits at Level 7.
- Unspecified elective courses must be at Level 5 or above, and be approved by the Programme Leader to ensure alignment of the graduate profile outcomes and that content is not replicated in courses.
- All relevant credits from other approved programmes will be considered for credit recognition (cross credits, credit transfers and recognition of prior learning) according to Ara standard policy and procedure. Refer Section 6.3 below for a summary.
- A student showing insufficient academic progress will be advised in writing of the student support services available, and their academic performance (including class attendance) will be monitored by the faculty. Should performance not improve, the Degree Leader will discuss with the Portfolio Manager the benefit of placing the student on a Formal Academic Contract according to Ara standard policy and procedures.
- The Graduate Diploma in Sustainability and Outdoor Education will be awarded to all students who successfully complete all the requirements laid down by the Faculty of Health, Science and Sustainability and approved by the Academic Board.

## Programme Matrix

Use the following table as a guide to the courses in your programme. You can find out how many credits each course is worth, and how many credits and courses you need to do to complete your study.

### NZ Certificate in Outdoor and Adventure Education (Multi-Skilled) (Level 4)

Code	Course Title	Level	Credits	Course Factor
COAE400	Adventure Leadership	4	15	0.1250
COAE401	Performance and Health	4	15	0.1250
COAE402	Sea Kayaking	4	15	0.1250
COAE403	Rock Climbing	4	15	0.1250
COAE404	Kaitiakitanga and Environmental Education	4	15	0.1250
COAE405	Bush Walking	4	15	0.1250
COAE506	Leadership in Bush Walking	5	15	0.1250
COAE407	Leadership in Mountain Biking	4	15	0.1250
<b>Total</b>			<b>120</b>	<b>1.0000</b>

### Bachelor of Sustainability and Outdoor Education Programme Matrix

Elective courses are indicative only and will vary according to learner choice and circumstances.

Code	Course Title	Level	Credits	Course Factor
<b>Year 1 (Compulsory Courses)</b>				
BSOE521	Teaching and Learning	5	15	0.1250
BSOE522	Te Ao Māori Outdoors	5	15	0.1250
BSOE523	Water Based Practical Skills	5	15	0.1250

BSOE524	Land Based Practical Skills 1	5	15	0.1250
BSOE525	Human geography of Aotearoa	5	15	0.1250
BSOE526	Physical geography of Aotearoa	5	15	0.1250
BSOE527	Hauora and Well-being Outdoors	5	15	0.1250
BSOE528	Land Based Practical Skills 2	5	15	0.1250
<b>Total</b>			<b>120</b>	<b>1.0000</b>
<b>Year 2 (Compulsory Courses)</b>				
BSOE621	Teaching and Learning 2	6	15	0.1250
BSOE622	Leadership and Decision Making	6	15	0.1250
BSOE623	Wai Tai, Wai Māori: Water based Systems and Environments	6	15	0.1250
BSOE624	Safety and Resource Management Policy and Planning	6	15	0.1250
BSOE625	Global and Local Sustainability Challenges	6	15	0.1250
BSOE626	Te Wao Nui: Land Based Systems and Environments	6	15	0.1250
<b>Subtotal</b>	<b>Compulsory Courses</b>		<b>90</b>	<b>0.7500</b>

Year 3 (Compulsory Courses)				
BSOE721	Teaching and Learning 3	7	15	0.1250
BSOE722	Applied Instruction	7	15	0.1250
BSOE723	Inquiry, Research & Project Processes	7	15	0.1250
BSOE725	Sustainable Practices in a Changing World	7	15	0.1250
BSOE724	Capstone Project	7	30	0.2500
<b>Subtotal</b>	<b>Compulsory Courses</b>		<b>90</b>	<b>0.7500</b>
<b>Compulsory Course Totals</b>			<b>300</b>	<b>2.5</b>
<b>Elective Course Totals</b>			<b>60</b>	<b>0.5</b>



## Graduate Diploma in Sustainability and Outdoor Education Programme Matrix

Two electives (from the specified list) – one each semester (30 credits, 0.2500 course factor)

Code	Course Title	Level	Credits	Course Factor
BSOE721	Teaching and Learning 3	7	15	0.1250
BSOE722	Applied Instruction	7	15	0.1250
BSOE622	Leadership and Decision Making	6	15	0.1250
BSOE725	Sustainable Practices in a Changing World	7	15	0.1250
BSOE724	Capstone Project	7	30	0.2500
<b>OR</b>				
BSOE709 and L7 elective	Special Topic	7	30	0.2500
Two electives			30	0.2500
<b>Total</b>			<b>120</b>	<b>1.0000</b>

## Field Trips

These will be conducted as experiences where there is an opportunity to learn the practical skills with the support and guidance of staff. They will usually be conducted in an outdoor location, which may require teamwork and provide the opportunity for you to become totally immersed in the activity. These field trips are an integral part of the degree programme and may vary in length from several hours to several days.

### Timing of Field Trips

Timetables will specify start and finish dates and times of field trips.

Multi-day field trips may, from time to time, leave the evening before the specified morning. If this may affect your commitments on that evening then ensure you contact the key lecturer of the course at least two weeks prior to the field trip so they can inform you of the arrangements.

Day long field trips generally specify a time of 5 pm return. This however may vary. It is best not to plan commitments within an hour of these times.

Multi-day long experiences will also detail a 5 pm return. These times however can vary by up to five hours due to the opportunities and limitations that weather can play on the learning experience. It is important that you do not plan for commitments, especially part-time work, on the evenings of a multi-day field trip return.

The finish times of field trips are estimations. The experiences are designed and run to maximise your learning. Weather on the day will often influence the exact time of return. If you are required back at campus for another class in the Sustainability and Outdoor Programmes you will be returned in time.

## Meeting Places

### Urban area field tips

The course lecturer may identify a location in the city for you to meet other than the Gear shed e.g. Uprising – rock wall. When this occurs you are to make your own way to and from these locations.

## Other field trips

Usually the meeting place will be a location on campus and the field trip will depart from that point, generally the Gear Shed. Always be on time as the trip will depart when specified.

## Experiential field trips

Much of the learning in outdoor education involves you in the experiential education cycle. Opportunities will be provided for you to participate in and lead a range of experiential activities and the associated review processes.

## Campground and Entry Fees

Course fees generally cover the cost of campground and entry fees associated with the field trips during the lecturer directed learning sessions.

## Course Fees

Course fees cover	Course fees do not cover
Tuition and assessment	Food during field trips – you will be required to bring your own food or pay towards a communally organised food supply
Facilities and equipment during lecturer contact time (unless specified in the course gear list)	Personal equipment and clothing, plus insurance of this gear – please refer to the course gear lists that detail what you need to supply
Ara services, eg library & learning services and computing	Technical outdoor education equipment required for completing training associated with courses – Ara has a large pool of equipment that learners may hire at nominal rates
Transport and accommodation during field trips outside the urban area during lecturer directed learning sessions	Transport and accommodation when completing other or self-directed learning

## Fitness

Success and ease of course and programme completion will be dependent upon your personal level of fitness. Directly and/or indirectly within each programme personal fitness testing and training will be completed and assessed.

Some courses will require you to participate in a fitness training programme and either maintain your fitness above a minimum standard appropriate to your programme and professional area, and/or improve your fitness level by an agreed amount.

You do not need to be a super athlete, however a sound level of personal fitness will assist your ability to perform successfully and achieve satisfaction with your learning.

## Community/Environmental Service

**The Sustainability and Outdoor Education programmes acknowledge the importance of voluntary work and service to the community and ecosystem we live and work within. It is integral to the aims, value and delivery of outdoor education within our society, as well as your own professional development.**

## Our Access to Your Work

We may contact you to discuss the right to copy, reproduce, and use your learner work for promotional and education purposes for Ara.

# Kā tika me kā kaweka o te tauira - Learner responsibilities and rights

## Learner Responsibilities and Rights

The Ara community consists of a diverse range of people and cultures, and we respect all members of our community. Our aim is to have a community where learners respect themselves and others, a community where healthy social interactions and academic pursuits are expected. To create and maintain the best possible teaching and learning environment, you are protected by basic rights and are expected to respect the rights and responsibilities of others.

### Useful Contacts:

Independent Student Advocate: Duncan Dunbar.

Email: [duncan.dunbar@ara.ac.nz](mailto:duncan.dunbar@ara.ac.nz) | Mobile: 027 273 6246

Student Voice Co-ordinator:

Email: [studentvoice@ara.ac.nz](mailto:studentvoice@ara.ac.nz)

## Your Responsibilities as a Learner

As a learner here, Ara expects you to:

### Behave safely

- Take care when using equipment and facilities.
- Wear suitable clothing.
- Follow health and safety guidelines and instructions.
- Not endanger yourself or others.
- Follow relevant professional guidelines.
- Ensure you are not intoxicated or under the influence of drugs on Ara premises or when involved in Ara related activities both formal and informal, with your programme, field trips, internships etc.

### Respect others

- Be sensitive to personal, social, and cultural differences.
- Respect the needs, rights, and freedoms of others.
- Help to uphold the integrity of Ara qualifications by discouraging/reporting dishonest practices.



### **Observe Ara rules**

- Behave appropriately for a tertiary education environment.
- Genuinely attempt to meet all course requirements including financial obligations.
- Comply with visa requirements.
- Be honest when completing assignments/other assessments.
- Comply with requirements of programme handbooks.
- Follow Ara policies and regulations (refer [Ara Policy Library](#))
- Your Rights as a Learner

Ara will protect your right to fairness. You have a right to:

### **Fairness**

- Open and accurate information.
- Fair evaluation and assessment.
- Have any problems handled as quickly as is practical and consistent with 'natural justice'.
- Personal privacy.
- Support, representation, and advocacy.

### **Ara Respects your right to:**

- Academic freedom, defined as 'freedom, within the law, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions.' (Education and Training Act 2020)
- Freedom from any form of harassment, bullying, or unjust discrimination.
- Respect for personal, social, and cultural differences.
- Representation in the development, implementation, and review of policies.

### **Ara will protect your right to Standards:**

- Study programmes that meet internal and external standards for approval and registration.
- To have competent and effective teachers.
- Appropriate support services delivered in a professional manner.
- Facilities and resources that meet or exceed Health & Safety legislation.

### **Concerns / Complaints:**

Your rights will be upheld by Ara management. If you think they have been infringed, in the first instance please contact your course tutor. If it is not appropriate to contact your tutor regarding your complaint, or the matter has not been resolved, please contact your Portfolio Manager/Programme Manager or Student Advocate and/or the Student Life Team

## Unacceptable Behaviour for Learners, or Visitors at Ara

The following are examples of behaviour which are not acceptable for anyone (learners, or visitors), at Ara or involved in Ara related activities:

- Breaking any NZ law (e.g., assault, theft).
- Any form of cheating (including plagiarism and other dishonest practices).
- Misuse of technology, software, hardware, or communication systems provided by Ara (refer Ara Code of Conduct for ICT Users in particular).
- Any form of harassment, bullying, or unjust discrimination including social media.
- Unacceptable sexual behaviour (e.g., sexual harassment, accessing pornography/other restricted material).
- Misuse of alcohol, drugs or other substances affecting behaviour, health, or safety.
- Smoking (including vaping) on Ara campuses. (Ara is a smoke free campus).
- Violence or threats of violence.
- Vandalism or other abuse of facilities and buildings.
- Disruptive behaviour in class (e.g., arriving late, use of any electronic device, interfering with the learning of other individuals).
- Inductions (informal) are not permitted at Ōtautahi House or on other Ara premises and are strongly and expressly discouraged by Ara.
- The above is not an exhaustive list of unacceptable behaviours. Where appropriate, Ara reserves the right to contact or report to external authorities.

Academic staff have the responsibility to maintain a safe and effective learning environment.

They may ask you to leave the class if your behaviour indicates limited ability to be safe, disturbance to others learning, or puts others at risk.

Ara takes this code of conduct seriously. Your marks, reports, and references may include an assessment of your behaviour, as well as your educational achievement. Serious infringement may lead to probation, suspension, or cancellation of a current enrolment and/or refusal of a future enrolment (see relevant policies). This may be referred to an appropriate external authority e.g., NZ Police.

## **Learner Behaviour in class / classroom maintenance**

Be respectful of other learners and the classroom environment, following classroom specific rules and requirements. To avoid any distractions, you must ensure any electronic device you have on you/with you is diverted, not set to ring, or switched off. Both staff and students have a responsibility to ensure this happens.

## **Dress Code**

There is no written dress code, but you are expected to attend classes dressed in a way which is generally acceptable. However, you're expected to be "dressed for the occasion" when going on a site visit or undertaking a Cooperative Education Project. You may be prevented from going on site visits if the staff member is of the opinion that you're not dressed for the occasion. In specific courses, a "dress code" and standard is required. These will be detailed in the Programme Handbook and Course Outline.

## **Further Information**

This content is supported by a formal policy available electronically, via the Ara website. You are also invited to contact Portfolio Manager/Programme Manager, Student Advocate, Customer Experience and Engagement Managers, Registry Manager or People and Culture if you need further information or help in interpreting your rights or responsibilities.

## Kā Taunakitaka Mōu – Support for You

### Quick reference – Where to find help if you have feedback or want to raise an issue

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice sets out the expectations that tertiary education organisations need to consider how their overall systems and resources support learners' wellbeing and safety.

For more detailed information on the code, and support areas listed below, please refer to the [Learner Information Handbook](#) on MyAra.

Support Area	Details	People	Links
<b>Faculty Staff</b>	This team are your first port of call for issues impacting your ability to study	Tutor Programme Leader Programme Manager Portfolio Manager	
<b>Student Reps</b>	Student reps are invited to attend student rep meetings within your faculty where they can raise issues on your behalf	Student Voice Posters of your student reps are displayed in your faculty	<a href="#">Student Voice</a>
<b>Student Services</b>	Ara offers a wide range of student services	Student Advisors Health Centre Student Voice	<a href="#">Student Support</a>
<b>Te Pae Ora</b>	A wellbeing hub for ākonga		<a href="#">Te Pae Ora   Te Pūkenga</a>
<b>Independent Student Advocate</b>	Student Advocacy is available to assist you if you are facing difficulties within	Duncan Dunbar 027 273 6246 <a href="mailto:Duncan.Dunbar@ara.ac.nz">Duncan.Dunbar@ara.ac.nz</a> X106 (Rakaia Centre)	<a href="#">Student Advocacy</a>



# Kā Aromatawai - Assessments

## Assessment Information

**All assessments are mandatory to attempt.**

At the start of each course, you will be given a **Course Outline**. Before each assessment you will be given an **assessment brief**. They will show:

The number, type, and due dates for all assessments, including tests and assignments, and will give you details on:

- The weighting of each assessment in your course that contributes to your final grade, if applicable.
- The assessment policy for resits, second results and alternative assessments, if they are different from the policies in this document.
- The time frame for getting your marked assessments back from tutors, if they are different from those stated in this document.
- The penalties for handing assessments in late, if they are different from those stated in this document. These may be different for each course.

If you do not receive this information, talk to the course tutor or Manager/Programme Leader.

## Assessment Types

<b>Formative assessment</b>	Verbal and written feedback that takes place throughout classes and the programme.
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<b>Summative assessment</b>	Assessments throughout the year that are based on learning outcomes for the course and determine how well you have achieved each outcome. You are given grades and written feedback. These assessments may include practical tests and projects.
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The contents of the course work will be explained by the tutor for each course. If at any point your tutor or Programme Leader is concerned about your progress, they will let you know.

## Academic Integrity

Ara requires learners to be honest and act with integrity in their learning and assessments.

You are required to:

- present your own original work for assessment
- acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s
- not cheat in tests or examinations
- ensure you follow all instructions and the correct procedures (e.g., no use of mobile phones or personal electronic devices)
- not enter into any agreements with other learners to collude on assignments
- collaborate only as permitted
- not over- or misrepresent the individual contributions of members of any group assignment
- not knowingly help others to cheat
- not present another person's assessment as your own (this includes purchased assessments)
- not act or behave in a way that prevents others from completing their assessments
- keep written and electronic work secure to prevent others from accessing and copying work.

Any exceptions to the above are clearly stated in the information and requirements for the course.

By enrolling at Ara, ākonga agree to your work being reviewed by various means to confirm an assessment is your own work. This includes the use of similarity detection software.

Any breaches of academic integrity follow the process set out in the academic integrity procedures.

## Submitting Your Work

Your tutors will let you know if they have guidelines for presenting your assessments and how to submit your work. Use a computer to create your assessments.

You may be required to submit your work manually or electronically. If you submit your work electronically, keep a copy until your official results are published at the end of the semester. If you have any questions, contact your tutor.

## **Returning Assignments**

Assignment material is generally returned via learner cubby-holes in HS104 within ten (10) working days, provided the assignments were handed in on the due date, and there are no other unforeseen circumstances or otherwise negotiated.

## **Logs, Journals and Resource Folders**

A practically based outdoor pursuit course may require you to complete a Logbook, Journal or Resource Folder as part of the learning and assessment process. Each fulfils a different function and is explained below.

### **Logbook (and logged time)**

A logbook is a means of recording the experience that you have in a given activity or pursuit. Logbooks are used by employers and qualification bodies (e.g. NZOIA, NZSIA) to verify your experience. When applying for employment, or assessment, you may be asked to submit your logbook.

It is important that you keep separate records for each practical activity, and that they are clear, concise and accurate. It is suggested you develop an electronic file for each pursuit which logs personal & instruction experiences with sufficient detail i.e. date, location, people/group involved, additional comments, incidences, etc.

You will need to present your log, and a summary for assessment. This will be assessed according to your ability to show that you have completed the required logged time. If you have not done so, or do not provide a summary of your logged time, this assessment task will be incomplete.

### **Journal (or Learning Journal)**

A journal is a method of recording what you have learnt during practical sessions. It provides a means to reflect upon what you have experienced, and to explore how you felt about it, what you learnt, and the ideas that you have for applying this learning. Keeping a journal will help you to develop the skills associated with critical reflection.



You may be required to reflect upon your experiences on a day-to-day basis and will be provided with a format to use. Alternately, you may be encouraged to develop your own approach to developing a journal.

Your lecturer/instructor may require you to present your journal at various times during a course – allowing them to provide you with some feedback and also providing an incentive for you to keep up to date. Your journal may be assessed at the end of course and will be marked according to your ability to record what happened and to draw learning from your experiences.

## Quality Assurance

Your assessments and exam scripts may be used for internal and external moderation, monitoring, programme reviews, aegrotats, and the resolution of academic appeals and complaints. This helps Ara meet internal and external academic quality assurance requirements. If your assessments are used this way, before they are used, any information that could reasonably be expected to identify you will be removed.

**Note:** Ara uses as part of its assessment processes electronic plagiarism detection. You will, from time to time, be required to submit assessments for scanning. Electronic copies of assessments must be retained by you until the official results are published after the end of semester or year.

## The Grade Scale

The various assessments within a course will be combined according to the weightings shown in the course descriptor, and a grade for the course as a whole will be assigned from the table shown below. A "C-" grade and above represents a pass for the course.

The following grade scale (G29aa) will be used for all courses on the programmes unless advised otherwise in the course descriptor:

## Marked Grades

Grade	Mark range	Pass or fail
A+	90-100	Pass
A	85-89	Pass
A-	80-84	Pass
B+	75-79	Pass
B	70-74	Pass
B-	65-69	Pass
C+	60-64	Pass
C	55-59	Pass
C-	50-54	Pass
D	40-49	Fail
E	0-39	Fail

## Other Grades

Other grades that may be awarded for particular circumstances in achievement-based courses include:

Course result	Grade	Description
Pass	Pass	Awarded pass and no appropriate grade can be awarded
Fail	Fail	Not passed and no appropriate grade can be awarded
Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	P	Course credit awarded by Recognition of Prior Learning
Did not complete	DNC	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period
Aegrotat	AEG	Awarded pass following consideration of impaired performance / aegrotat application. Where a grade is able to be determined AEG (Grade) will be recorded.
Restricted pass	RP	Where a course was narrowly failed (45-49%) and is compensated by overall good performance in the relevant subject. It cannot be used to meet pre-requisite requirements
Conceded Pass	CON	Where there is considerable evidence that marginal failure (45-49%) in one course is compensated by good overall performance. Only one conceded pass may be granted to a learner towards a particular qualification
Conditional Pass	CP	Where a course was narrowly failed (45-49%) and an agreed portion of work or assessment is to be completed.

The following grade scale (M1) will be used for all courses on Outdoor Education and Sustainability Training unless advised otherwise in the course descriptor:

Grade	Result	Definition
P	Competent	Competent/Mastery
#P	Pass	Pass on resit
P~	Pass	Pass on second result
NC	Not Competent	Not Competent/No Credit

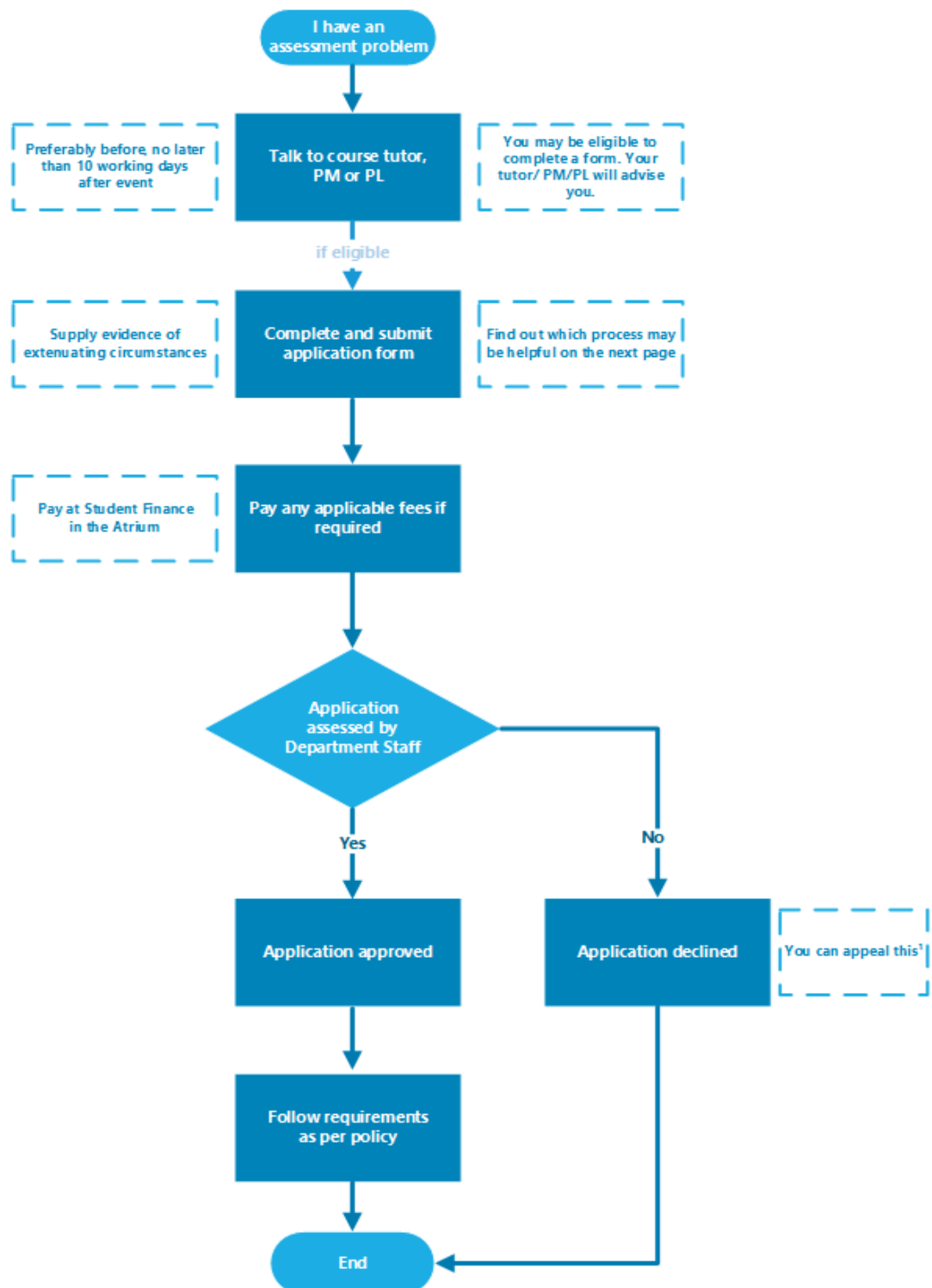
## Other Grades

Other grades that may be awarded for particular circumstances in achievement-based courses include:

Course result	Grade	Description
Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	RPL	Course credit awarded by Recognition of Prior Learning
Unfinished at time of reporting	U	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period

# Kā tikaka aromatawai - Assessment Regulations

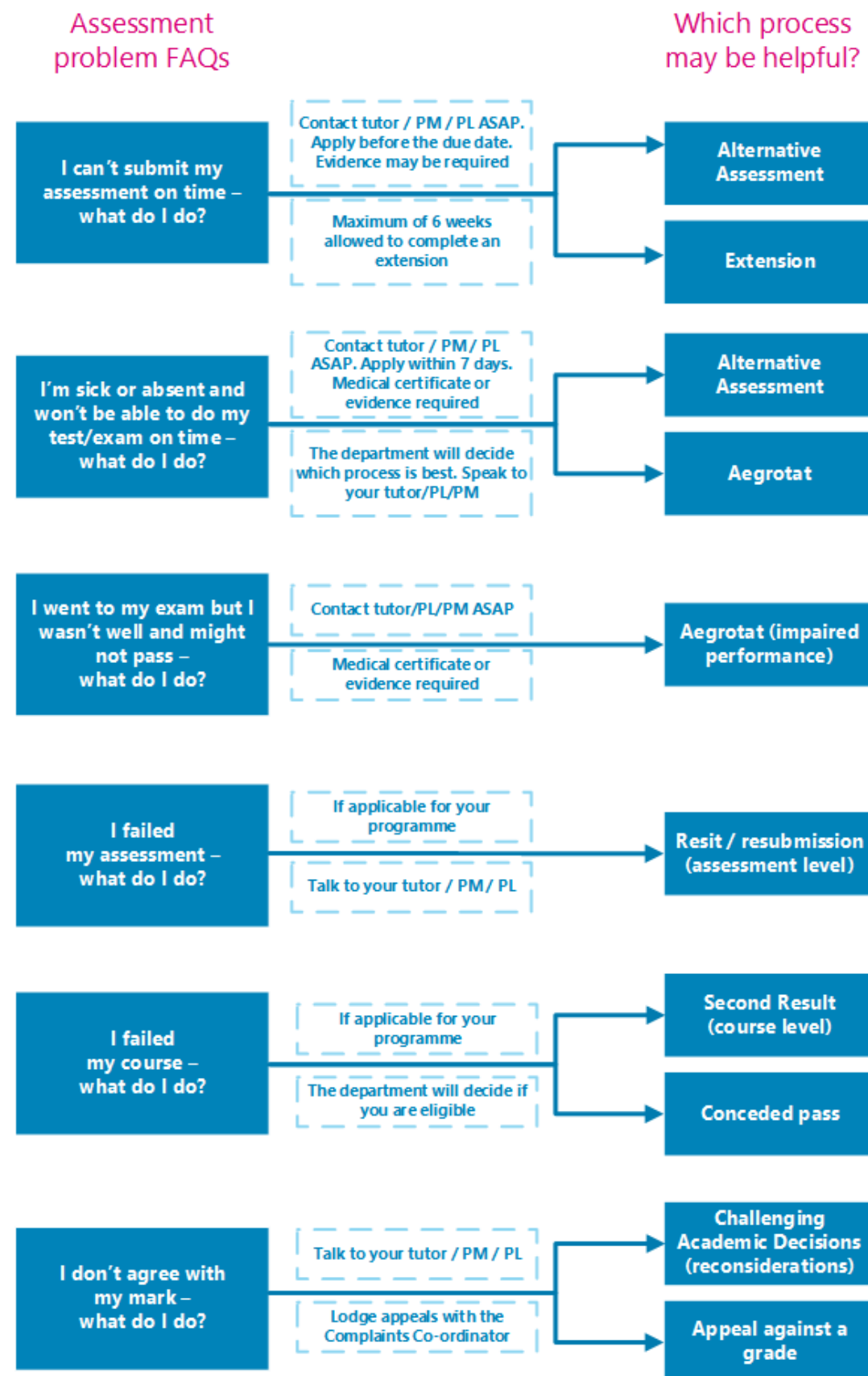
## Regulations Flowchart



<sup>1</sup>The student lodges the appeal in writing with the Complaints Co-ordinator with a copy to the Head of Department

## Which form do I use?

*\* Always speak to your tutor, Programme Manager (PM) or Programme Leader (PL) to see if you are eligible*



## Extensions

If you anticipate difficulty in submitting assessments by the due time and date you may be able to request an extension.

For information about how to apply for an extension of time, see [Assessment Policy](#) - scroll down and find **3.14 Extensions**. You can download the form from [Application for Extension of Time](#).

## Penalty for late submission of assessments

Assessments handed in after the due date will be subject to late marking penalties if an application for an extension of time has not been completed and accepted. The penalty will be clearly set out in the course outline and/or assessment brief.

## Resits or resubmission of assessment tasks

If you have submitted and failed an assessment task you may be able to apply for a resubmission resit

For information about how to apply for a resit or resubmission, see [Assessment Policy](#) - scroll down and find **3.15 Resits and Resubmissions**. You can download the form from [Application for Resit or Resubmission](#).

## Second Results (course level)

If you receive a fail grade in a course, you may be able to apply for a reassessment of the course.

For information about how to apply for a second result, see [Assessment Policy](#) - scroll down and find **3.16 Second Results**. You can download the form from [Application for Second Result](#).

## Assessment in Te Reo Māori

You can request to have your assessments conducted in Te Reo Māori, except where the task requires English language or other language capability. Other exceptions may apply.

For information about how to apply for assessment in Māori see [Assessment Policy](#) - scroll down and find **3.4 Assessment in Te Reo Māori**.

## Marks Carried Forward

You may be able to apply to carry marks forward for completed assessments to the next available occurrence of the course and not redo those assessments.

For information about how to apply for marks carried forward, see [Assessment Policy](#) - scroll down and find **3.18 Marks Carried Forward**. You can download the form from [Marks Carried Forward Application form](#).

## Supported Assessment

You may be able to apply for special assistance in order to undertake an assessment.

For more information about how to apply for additional assessment arrangements for disabled learners, see [Assessment Policy](#) - scroll down and find **3.19 Procedures for additional assessment arrangements for disabled learners**.

## Recognising Prior Knowledge and Skills

If you believe that a qualification, course or unit standard you have previously completed at a recognised educational institution, or work/life experience, may be relevant to the qualification you are studying, you could apply for recognition of your prior knowledge and skills.

The previous grade is carried forward for any Cross Credit or Credit Transfer, and the Pass (P) grade given where a standard grade cannot be stated.

For information about how to apply for credit recognition, see [Credit Recognition](#). You can download the form from [Credit Recognition Application](#).

## Alternative Arrangements

If you are unable to sit a test or exam on the scheduled date, or complete an assessment on the due date, you may be able to apply for an alternative assessment.

For information about how to apply for an alternative assessment see [Assessment Policy](#) - scroll down and find **3.13 Alternative Assessment Arrangements**. You can download the form from [Application for Alternative Time for Test / Exam](#).



## Aegrotat

You may be able to apply for an aegrotat when illness, injury, bereavement, childbirth, or other unforeseen critical circumstances occur on or immediately prior to the day of assessment and prevent you from attending the assessment or seriously impair your performance during the assessment itself.

For information about these regulations, see [Aegrotat Pass Regulations](#). You can download the form from [Aegrotat Application](#) and the Practitioner Statement form from [Aegrotat Practitioner Statement](#).

## Reconsideration of Assessment Decisions

If you have reason to believe that the mark for a particular assessment is incorrect you may be able to apply for a reconsideration.

For information about challenging academic decisions (reconsideration), see Challenging Academic Decisions (Reconsideration) [Assessment Policy](#) - scroll down and find **3.20 Reconsiderations and Appeals**. You can also refer to [Reconsiderations and Appeals](#).

## Reconsideration of a Course Final Grade

If you have reason to believe that the grade for a particular assessment is incorrect you may be able to apply for a reconsideration.

For information about challenging academic decisions (reconsideration), see Challenging Academic Decisions (Reconsideration) [Assessment Policy](#) - scroll down and find **3.20 Reconsiderations and Appeals**. You can also refer to [Reconsiderations and Appeals](#).

## Appeal of Reconsideration Decision

If you consider that the outcome of the reconsideration process is incorrect or unfair, or a reconsideration is not available, you may appeal against the final grade awarded.

For information about challenging academic decisions (reconsideration), see [Assessment Policy](#) - scroll down and find **3.20 Reconsiderations and Appeals**. You can also refer to [Reconsiderations and Appeals](#).

## Conceded Pass

You may qualify for a conceded pass if you marginally fail a course.

For information about conceded passes, see [Assessment Policy](#) - scroll down and find **3.17 Conceded Pass**.

# Kā putaka me te Whakapōtaetaka - Results & Graduation

## Accessing Your Results

Results of individual assessments will be made available to you within ten (10) working days of your assessment due date.

These results may be returned to you in class or online. Final grades for each course will be available online within fifteen (15) working days of the end date of the course and accessible through [MyAra](#) or through the My Ara app.

Any results displayed publicly will use unique identifiers such as student ID numbers, not student names.

**Note:** Staff members are under no obligation to advise you of your final grade for a course. After you have completed all the assessments in a course, we ask that you allow the staff time to complete the marking. At the end of semester staff members are under great pressure to submit final results to Academic Records so that they can be processed and then made available to all learners as soon as possible.

## Academic Transcripts

If you require your results to be printed, visit Central Academic Records (CAR) in A121 or email [academic.records@ara.ac.nz](mailto:academic.records@ara.ac.nz) to request a transcript.

## Access to marked assessments

You are entitled to access your written work submitted for assessment.

Where assessed work is to be returned, time limits for collection will be advised by the faculty.

You may view copies of your examinations, but these are retained by Ara. Any time or access limitations will be advised by the faculty.

Please note that in order to meet internal and external academic quality assurance requirements, learner assessments and examination scripts may be used for the purposes of:

- Internal and external moderation
- Programme review
- Aegrotats (if available)
- Resolution of academic appeals and complaints

Assessments used for these purposes will have information, which could reasonably be expected to identify the individual removed before they are copied and used.

## Receiving Your Qualification

Once you have successfully completed your approved programme of study you will receive a notification advising you that your certificate is ready and will be posted to you.

**Note:** Please make sure your address details are up to date when you finish studying. Advise Academic Records if you are updating your address details after you receive the notification, so the correct address is used.

## Graduation

We hold several graduation ceremonies.

If you're eligible to graduate, you'll receive a communication from Ara advising you of this. You'll need to complete the online graduation form, by the date indicated, to register for your ceremony.

**Note:** If you believe you are entitled to graduate and do not hear from Ara please contact the Faculty Administrator or Academic Records.

For all information on graduation, including dates, please see [Graduation](#).

## Kā ture me kā tikaka - Policies & Procedures

### Academic Policies

All policies are accessible on the Ara website [Ara Policy Library](#). Ara provides a student advocacy service.

It is well known that people learn better when they work together, and this is encouraged, but when it comes to assessment, collaboration (working together) is not permitted unless it is a formal part of the assignment set by the tutor(s). Each learner is also responsible for making sure his/her work is not able to be copied by others. Sharing or comparing tests, exams and assessments is prohibited and, if detected, will be treated as “academic misconduct”.

### Academic Support and Progression

Support is available if you, as a learner, are having difficulty meeting academic standards or you seek guidance, assistance or support with study related matters.

If you are not achieving satisfactorily, you will receive specifically targeted advice and assistance at an early stage.

Academic staff members will work with you if you are not meeting academic standards to document and implement a plan. This will include identifying and monitoring goals, expected academic progress, timelines and support.

If satisfactory progress is not made then you will be invited to meet with the Portfolio Manager or his/her delegate, who will explain the circumstances, discuss the consequences, and give you the opportunity to present your view of events leading up to the meeting. Depending on the outcome of the meeting, a Formal Academic Contract may be entered into.

### Formal Academic Contract

If your progress as a learner in a current course is still considered by tutors to not be satisfactory you will be invited to a meeting and advised in writing by the Portfolio Manager or delegate.

The Formal Academic Contract will record the deficiencies or concerns, the progress which must be met, any assistance available, the time within which

progress or change must be demonstrated, and the method and criteria by which such progress or change will be measured.

For more information about Academic Support and Progression, see [Academic Support and Progression](#) - scroll down and find **3.3 Formal Academic Contract**.

## Academic Misconduct

Cheating, plagiarism and other dishonest academic practices have serious consequences in this programme and if you fail to meet academic standards you, as a learner, may be subject to educative processes or penalties.

### Plagiarism

Copying, taking or using someone else's work or ideas and presenting them as if they were your own original work or thought, without clear acknowledgement of the actual source.

### Use of Artificial Intelligence (AI) Tools

Generative Artificial Intelligence (AI) services such as ChatGPT can be used for learning. When submitting work for assessment, you must adhere to Ara's Assessment and Academic Misconduct policies. In relation to AI, this means;

- You must not present any output from any AI services as your own work in your assessment.
- You must use your own words.
- If you paraphrase or quote from a source such as a textbook, website and AI service, you must reference correctly.

If you submit an assessment using content copied directly from an AI service without acknowledgement, it is a form of academic misconduct.

### Cheating

Acting deceitfully or dishonestly to gain academic recognition or an academic result. Examples include copying answers from another person's work, taking useful information secretly into a test or exam, improperly accessing information about questions and/or answers, arranging for someone else to produce an assignment or to sit a test or exam.

## **Dishonest Academic Practice**

Any other act or omission that contravenes Ara academic requirements of a programme or course.

## **Educative Processes**

These are actions designed to assist you, as a learner, in understanding the expected standards and skills needed to succeed and may include:

- a facilitated discussion with an appropriate staff member.
- a formal contract with Learning Services or other appropriate staff member for skills development including specific learning outcomes and timeframes.
- additional work may be required.
- a formal written warning may be given, or marks deducted.

## **Penalties**

These are actions designed to deter misconduct and/or deal with the consequences of it in a fair and appropriate way and may include:

- a decision not to mark or assess the work or record a mark/grade.
- formally recorded fail / zero for the work concerned which remains on your academic record.
- cancellation of credit already awarded if the academic misconduct is admitted/ established after assessments have been completed and recorded.
- formal notice indicating 'Intentional Plagiarism' (or other misconduct) placed on academic record for a specified period of time.
- formal written warning.
- probation or suspension from the programme or other penalty.

## **Learner Behaviour Management**

If you are identified as a learner who displays unacceptable behaviour the faculty will monitor your progress and provide support at the earliest stage. This may include referral to Student Support Services to ensure additional support is provided to you.

If you do not respond you may be placed on a behaviour improvement plan This will include identifying, documenting, implementing, and monitoring goals,



expected behavioural progress, timelines, and support. If you do not meet the outcomes outlined in the behaviour management plan, you may be moved to probation.

## Probation

If your behaviour, as a learner, is unacceptable and of concern to staff or other learners, you will be advised of this in writing by the Portfolio Manager. This written warning is known as probation.

The written advice must briefly record the deficiencies or concerns, the progress or standards of behaviour which must be met, any assistance available, the time within which progress or change must be demonstrated, and the method and criteria by which such progress or change will be measured.

The progress or change required should be reasonable and the criteria for assessing whether the progress or change has been achieved should be easily understood and capable of being clearly demonstrated.

The written advice must include the warning that failure to make progress or achieve change may lead to suspension and/or cancellation of current enrolment(s) and/or refusal of future enrolment(s).

These requirements are known as the “terms and conditions of probation”.

For more information about probation, see [Probation](#) - scroll down and find **3.4 Probation**.

## Exclusion

An exclusion may apply to one or more specified courses, a whole programme, or all enrolment at Ara. An exclusion may also apply to one or more specified services or facilities.

## Suspension

Suspension is a short-term exclusion and is the formal process by which you, as a learner, are temporarily prohibited from attending classes in one or more courses and/or is refused access to one or more services/facilities provided by Ara. In serious circumstances a Trespass Notice may also be issued.

## Cancellation of Enrolment

Ara may cancel your enrolment as a learner on any of the Education Act (1989) grounds:

- The person is not of good character.
- The person has been guilty of misconduct or a breach of discipline.
- The person is enrolled for full-time instruction in another institution or in a school.
- The person has made insufficient progress in the person's study or training after a reasonable trial at the institution or at another institution.

The decision to cancel or refuse an enrolment may be made only by the Operations Lead or nominee.

Failure to meet the terms and conditions of Academic Contract and/or probation may lead to exclusion.

When a cancellation is being considered, the Portfolio Manager must invite you to an interview.

## Refusal of Future Enrolment

Any person may, for good reason and on good evidence, be refused enrolment at Ara generally or in a particular programme or course only by the Operations Lead or by his or her nominee under specific delegation.

Enrolment may be refused on any of the Education Act (1989) grounds.

Failure to meet the terms and conditions of probation may lead to exclusion.

The Portfolio Manager must forward a recommendation to the Operations Lead that the person's application(s) to enrol be refused. The recommendation must state which of the Education Act (1989) grounds is the basis of the recommendation and must include the supporting evidence.

For more information about Exclusion, including Appeal Rights and Other Rights, see [Exclusion](#) - scroll down and find **3.4 Refusal of Enrolment**.

## Copyright and Ara Learners

Copyright legislation exists to protect copyright owners from unauthorised copying of their work (literary, dramatic, musical and artistic) and provides them with exclusive rights to how their work is used.

During your study with us we will endeavour to educate you on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

Infringement of copyright regulations may result in civil or criminal prosecution against you, as the learner, and/or Ara. Infringement by you, as a learner, may also be considered academic misconduct and result in penalties.

For more information about Copyright, see [Copyright](#).



# Kā tū whare me kā rauemi

## Facilities and resources



## Kā rauemi - Resources

### Noticeboards

Staff information and learner information, including employment opportunities, will be posted on the notice boards in the foyer of HS Block and on Moodle.

## Kā tū whare - Facilities

### Faculty related Health and Safety

Please refer to the [Learner Information Handbook](#) for general Health and Safety information and evacuation details. In an emergency advise a staff member, and if no one is available phone 111.

#### Policy Statement: Health and Safety

Ara values its employees and learners and is committed to protecting them from injury/illness. The institution is also committed to protecting visitors to the campus from injury, and to protecting property from damage due to unsafe practices. Ara endeavours to seek continuous improvement in our health and safety practices. Division Directors are responsible for health and safety in their areas of supervision, in the same way that they are responsible for quality, efficiency, maintenance and other management issues. A safe and healthy work environment is achieved through the cooperation of every employee / learner / visitor to comply with all relevant good work standards, Polytechnic procedures and statutory obligations.

### Safety Management Plan

The Sustainability and Outdoor Education Programme has a comprehensive Safety Management Plan relating to the delivery of all its activities. This document should be referred to for a full description of policies and procedures (refer to the programme Moodle page).

- Sustainability and Outdoor Education Programmes hold Outdoors Mark, an externally audited for Safety System.
- Delegated Responsibility for Safety and Safety Committee



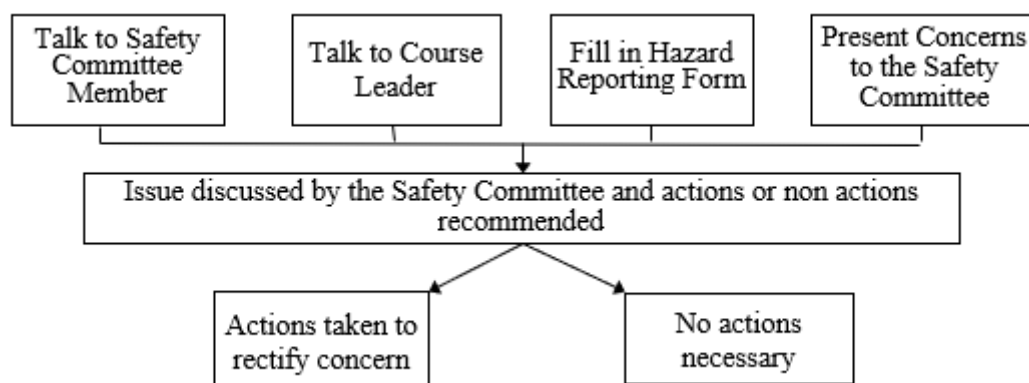
- The Sustainability and Outdoor Education Programme has delegated responsibility of risk management to:
  - (i) Portfolio Manager (overall authority)
  - (ii) Safety Co-ordinator (monitoring and development)
  - (iii) Safety Committee (operational issues and development)

## Notification Process

- Learners, part-time lecturers and contractors can discuss concerns with the health and safety coordinator, Programme Manager (or other staff members) who will raise the concern at meetings.
- Learners, part-time lecturers and contractors can verbally present concerns at the meetings; and
- Learners, part-time lecturers and contractors can write concerns on paper and pass them to staff for presentation at meetings.

## How the Safety Committee deals with Concerns

Following is an illustration of how the Safety Committee deals with safety concerns.



## Collection of and updating of learner health information

The current health status of learners will be collected and collated and made available to all lecturers prior to the start of any Sustainability and Outdoor Education Programmes activity. Learners are required to notify any changes to their health &/or any injuries they may have to lecturers/safety coordinator as soon as is practical. *Where the learner is aged 17 years (or less) their parent or guardian should sign the risk acknowledgement.*

Ara has policies guiding how learners' personal information must be managed (See: Policies, Practices and Procedures, Section 3: Personal Information about Learners and Staff, and Information Privacy Principles).

Copies of Student Health Forms are kept on file in HS102 each year and compiled into a spread sheet for easy reference.

## **Risks and Potential Harm**

Risk is an inherent part of learning in the outdoors. As such Ara SEOP has provided you with a risk acknowledgement form which outlines the potential harm. Ara will take all reasonable, practicable steps to manage these risks to an acceptable level. At any time during the programme, you are free to ask for information on an activity and make your own decision on the level of involvement suitable for you.

## **Learner Safety Practice and Behaviour**

### **During Lectures Directed Learning**

**Note:** If a learner is found to have significantly and/or deliberately compromised their or others safety whilst completing course work they will be subject to disciplinary action which may involve expulsion from the course and/or programme.

The lecturer would be responsible for the management of any emergency situation that occurred.

### **During Other and Self-Directed Learning (SDL)**

Should an emergency situation occur, learners undertaking SDL are responsible for managing that situation on their own, including the notification of the emergency services should assistance be required. Lecturers need to approve whether learners may undertake SDL at the completion of any relevant teaching. The degree of risk learners may be exposed to must be acceptable. Scope needs to be negotiated with learners and be clearly described to learners in writing. Deadlines for SDL might be extended and/or Second Result process applies where dangerous conditions exist for long periods of time (e.g. avalanche).

### **Learners Acting as Instructors**



Sustainability and Outdoor Education Programme learners may be required to undertake teaching a variety of activities. This may involve the instruction of other Ara learners or people not otherwise involved with the institution and may take place either under the direct supervision (the lecturer is present) or indirect supervision (the lecturer is not present) of the lecturer.

A lecturer must provide learner instructors with direct or indirect supervision appropriate to:

The learner's experience, skills, and knowledge.

The number of learners/clients.

The skills and maturity of the learner/client group.

The environment where the instruction is taking place.

The activity being undertaken.

The guidelines set out in the Sustainability and Outdoor Education Programmes Safety Management Plan, Lecturer to Learner Ratios apply.

Learners must have previously demonstrated competencies that establish a reasonable margin of safety in terms of the content, difficulty and risk of learner instruction undertaken.

## **Drugs and Alcohol**

Ara operates a workplace that is free of the impairment from drugs and alcohol.

This involves us:

Avoiding drugs and alcohol during working hours.

Minimising our alcohol consumption in evenings before workdays, particularly when we are scheduled to do a safety-sensitive task or could be required to do so at short notice.

Discussing any potential increase in the drug and alcohol hazard and after drinking alcohol the previous evening.

Standing down from safety-sensitive roles if there is any doubt about the amount of alcohol consumed the previous evening.

Managing the drug and alcohol hazard with learners

Ara will not permit a learner to participate in one of our courses if we believe the learner is affected by drugs or alcohol such that they may be a hazard to

themselves or others. Sustainability and Outdoor Education Programme learners participating in multi day field trips should also consider the following points:

You are ambassadors for Ara and the programmes.

Learners who bring Ara and the programmes into disrepute will face disciplinary action.

**Note:** Learners should be aware that excess use of alcohol during or prior to a field trip may result in them being deemed unfit to participate in following activities. Field trip time missed due to this could result in a learner failing a course.

## Designated Student Drivers

As part of your professional development and experience base, you are encouraged to apply to be a designated student driver. This is invaluable to be able to list on your CV, as all areas of this industry require driving expertise and experience.

At the start of the year, you will be invited to apply to be a designated driver (application form available from reception area). You must provide:

- 1 A photocopy of your full driving license,
- 2 A referee from a 'suitable person' who attests to your responsible behaviour and attitudes, especially as it relates to driving safety, and
- 3 A statement from yourself outlining how you understand and accept the responsibility associated with driving others in vans and acknowledge that you will always act in a safe and prudent manner when doing so.

Selection will be based upon driving experience and responsibility of the individual learner. Designated drivers will receive training in the systems and practices of driving Ara vans and trailers. After you have driven for a minimum of 2 years, Ara will pay for a P class endorsement on your licence.

All learners (other than designated student drivers) must not drive Ara vans unless directed by a lecturer/instructor who for some reason is unable to drive, or under other conditions approved by the Programme Manager or delegate.

## Use of Private Vehicles

In situations where the use of a learner's private vehicle has been approved in advance for field trip transport, learners will be reimbursed for that use. Private vehicles should only be used under special circumstances, and their use must be arranged with the lecturer/instructor and authorised in advance by the course leader or Programme Manager. Only the learner who needs to take a private vehicle for personal reasons can travel in their vehicle unless directed otherwise by the lecturer.

### Disclaimer:

All care and attention have been given to ensure the information in this document is accurate at the time of publishing. Ara does not take responsibility for any loss or harm incurred as a result of reliance upon any information which is incorrect or out of date. This document was last updated on 12 January 2026.



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## Want to find out more?

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Get in touch if you have any questions: **0800 24 24 76 | [info@ara.ac.nz](mailto:info@ara.ac.nz)**